



M-13



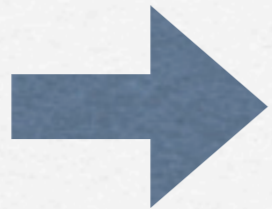
M-13

- Psicología evolutiva
- En el resto del mundo
- Coaching para la cancha actual



Psicología Evolutiva

Piaget



Esteves



Nos dice que es el estadio donde además del PORQUE Y el CÓMO son capaces de desarrollar TEORÍAS ABSTRACTAS.

Empiezan a separarse de sus padres y por eso son muy importantes las relaciones con sus amigos y sus juntadas.

“Los primeros cambios de los varones en la pubertad pasan casi inadvertidos, exceptuando EL CAMBIO DE CARÁCTER Y DEL HUMOR que lo notan todas la madres. Desde las familias entonces, los primeros signos de pubertad serían dar portazos, el enojo fácil o el cansancio extremo.”

NO LES GUSTA QUE LES DIGAN NIÑOS

En las **relaciones sociales** podemos distinguir 3 procesos claros:

- **Exaltación de sí mismos.**
- **Afán de emancipación.**
- Tendencia a **reunirse con compañeros de la misma edad.**

Los franceses en su planificación nos dicen

Los progresos esenciales del **pensamiento lógico- formal** del preadolcscente en la resolución de problemas, se pueden resumir en los siguientes puntos:

- Capacidad para **plantear hipótesis** acerca de un problema planteado y comprobarlas de modo sistemático.
- Capacidad para elaborar **posibilidades de solución**
- Capacidad para **reflexionar sobre su propio pensamiento** para criticarle o justificarle

Fase pre-pubertad con modificaciones psicológicas y morfológicas que traen una desorganización de las coordinaciones adquiridas anteriormente. Y sobre el plano afectivo, las últimas reordenaciones de la personalidad con una oscilación entre soluciones extremas de las relaciones al entorno perturbado. Este periodo no permite la actividad de fuerte intensidad pero más bien un entrenamiento de la habilidad.

Sí entre los 7 y los 12 años es LA EDAD DE ORO DEL APRENDIZAJE MOTOR, a partir de los 13 años es el DESARROLLO DEL PENSAMIENTO TÁCTICO⁽¹⁾



En el resto del mundo

Más rugby que fútbol

M-13	FRANCIA	ITALIA	ESCOCIA	GALES	IRLANDA	INGLATERRA	AUSTRALIA	ALL BLACKS	SUDAFRICA
CANTIDAD DE JUGADORES	10	12		15	15	15	15	15	
TERRENO	56X40	45X60		100x70	100x70	100x70	100X60	100X70	
TIEMPO	6X6min con pausa 2X20 con 5 de pausa			2x25	2x30	2X25	2X35	2X25	
PELOTA	4	4		4	4	4	5	4	
SCRUM	5	6		8	8	8	8	8	
GRUPO	M-13/M-12	M-13/M-12	M-14/M-13	M-13	M-14/M-13/M-12	-14/M13 en Juvenil	M-18 al M-13	M-13/M-12/M-11	M-18 al M-13
FECHA	2005	Ed 2008/2009		27/08/2008	2006	2008	11/11/2008	2008	2008

Cancha chica

Incluidos en juveniles

En Francia tomaron como punto de partida la relación jugador/espacio interindividual, definido por Pierre Parlebas es su comparación de los deportes colectivos



Coaching para la cancha actual

- ✓ Asegurar la continuidad del movimiento
- ✓ Realización de la elección: pasa o perfora
- ✓ Oponerse directamente o resbalar
- ✓ Lanzamiento del juego lejos o cerca

Los franceses proponen como objetivo



Coaching para la cancha actual

Los italianos tienen
como objetivo

- ✓ El respeto en el juego de los principios fundamentales
- ✓ El respeto por el concepto de utilidad
- ✓ El equilibrio del empleo del espacio
- ✓ Producción de un volumen crudo



Coaching para la cancha actual

En el movimiento
ofensivo

Los italianos tienen
como objetivo

- ✓ Conservación en un Punto de Encuentro: apoyo cercano o lejano
- ✓ Reutilización (los jugadores de la zona tienen la atención sobre el espacio y no sobre la pelota) al final de la elección adecuada -profundidad de la penetración- la percepción de la situación con el apoyo adecuando



Coaching para la cancha actual

Los italianos tienen
como objetivo

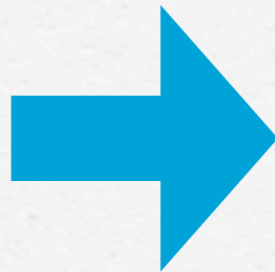
En el movimiento
defensivo

- ✓ Un adelantamiento del frente (el concepto de avance de la identificando al propio adversario para llegar tan pronto como sea posible con tackle)
- ✓ Tackle-recuperación-ocupación (intervención del tackleador siempre dirigidas a poner al oponente en el suelo- apoyar la recuperación que se produce sobre la pelota para recuperar y si no es posible - evitar el avance del ataque sobre el punto de encuentro)- una inmediata ocupación por quien no está interesado en la recuperación con el fin de igualar (alentar a los niños a estar atentos al espacio y no solo sobre la pelota).



Coaching para la cancha actual

LA UAR
Y
LA URBA
nos dicen



Objetivos generales prioritarios

- 1 - Comprensión del juego
- 2 - Utilización de las alternativas del juego
- 3 - Elecciones tácticas adecuadas dentro del movimiento general del juego.

Objetivos tácticos

- 1 - Dominio de las transformaciones del juego
- 2 - Utilización de los apoyos cercanos y lejanos.
- 3 - POLIVALENCIA DE ROLES.

Objetivos prioritarios de la técnica individual

- 1 - Perfeccionamiento del pase en espacios amplios.
- 2 - Dominio del juego con el pie.
- 3 - Gestos técnicos adecuados para la transformación de los movimientos: penetrantes y desplegados.



Coaching para la cancha actual

Simple Deceptive Ploys Your Team Can Use (Part 1)

Paul Tyler says that deception is a key element of successful attacking rugby. In the first part of two articles, he shows you a simple move to add to your repertoire.

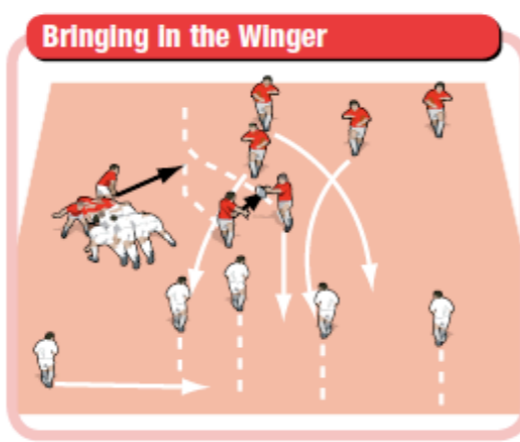
Looking as though you are going to attack one area while actually attacking another can cause the defending team to allocate their resources to the wrong place. There are two types of deception but both require the same basic principles to be successful. Here is the first.

Principles of Deception

- 1 Decoy runners need to be convincing, run at pace and call loudly for the ball.
- 2 Any strike runner who arrives from the backfield needs to be hidden. He should run from behind another player so he is only visible to the defence at the last moment. He also needs to be quiet until the last moment.
- 3 The passer needs to hold defenders to create space for the strike. He should go forward with the ball in two hands to draw defenders onto him.

Type 1 – Organised Deception

This is a set piece move run from a scrum, lineout or tap penalty. Players start from set positions and run pre-practised lines. The example, in the diagram, looks very complicated to the defence but is actually very simple to execute effectively. The fly half moves forwards slowly to attract the defending back row and his opposite man. He then drifts across the pitch and turns his back to the opposition. At the same time the two centres and the full back run the lines shown at pace and shout for the ball.



the fly half. This allows him to attack the space created and still be shielded from the back row defenders.

This simple move is very hard to defend as there are so many potential strike runners.

Developing Deception

You can introduce simple variations by giving the ball to one of the other runners.

If you have a fly half with good decision making skills you can use "option runners" rather than decoy runners. Any of the runners could then receive the ball depending on what the fly half decides. It requires all the players to be ready to receive a pass and lots of practice as timing is crucial.

Next week: Type 2 – Unorganised Deception

Simple Deceptive Ploys Your Team Can Use (Part 2)

Paul Tyler introduces three simple variations to keep strike runners hidden until the last moment. Because they are so simple, they don't need to be organised in advance. Players just need to run them.

Here are three ways to help players create gaps in the defence without using complicated patterns of running. They can be called, though players should eventually be able to run them as part of their basic attacking play.

1 Sucker Punch

The first receiver takes the ball flat and standing still. Outside him the first runner runs straight and hard, calling loudly for the ball. It is best if this is one of your big forwards, to suck in several defenders. The first receiver dummies to pop the ball to the big runner and instead passes behind them to a runner slightly wider out.

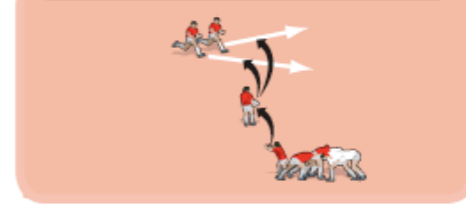


2 Hiding Behind

Again the first receiver receives the ball flat and standing still. Outside him two players stand directly behind each other and quite deep.

The first runner runs an outside angle. The second runner runs an inside angle, keeping slightly behind the first player. The first receiver can then decide which of the two runners he passes to. This means both runners have to be ready to receive the ball.

The Hidden Runner



3 In and Out

The first receiver starts deeper and takes the pass moving forward. He has two players – the hidden runners – directly behind him, with the rest of the team lined up outside him as normal. The first receiver attacks his opposite man and fixes him. The hidden runners then attack the inside and outside shoulders of the defender at pace. The ball carrier then decides who to pass to.

From Behind the Ball Carrier



Practice these options with all your players in each of the different positions. This makes sure they are all comfortable in each position and can call all the moves at any time during the game.

Movimientos simples para un exitoso ataque en M-13



Coaching para la cancha actual

For coaches of players aged 8 to 13 years
Issue 61, 30 July 2008

How Your Team Can Use Visualisation in the Game

Paul Tyler says that visualisation can be used during games to help players focus in on a particular phase or series of phases of the game.

The technique used is more advanced than simple "imagine" scenarios. It requires players to have practised and become comfortable with visualisation. It is best to use it at set piece plays where players have plenty of time to execute the technique.

The players involved visualise the play being successful, using memories of past successes from games and training. They then visualise their part in the play thinking about timing, pace, angles, passing and communication.

Decision makers need to make their calls as early as possible. They must have the confidence to make the correct call in different situations.

As soon as the call is made, the players spend 2 or 3 seconds visualising the move and their part in it. It is then a case of executing the move as visualised.

Incorporating Visualisation

Practise using visualisation in training team runs before trying it in games. As your players get the hang of it they will start to visualise quicker and more effectively.

- Use this reminder for your players in training:
- CALL
 - VISUALISE
 - EXECUTE

Another key area of the game where players often switch off mentally with disastrous consequences is in defence. The same visualisation techniques can be applied here.

Remind players before the game of a time they defended really well and the key things they did then. This will help them visualise good defending when they need to.

editor's letter

I was asked recently at a coaching seminar about using visualisation with young players and what age I thought children could start using it.

The answer is that it can be used very successfully with children from seven or eight years old in its simplest form, but only with training and support from coaches. I have used it with great effect at school this year with my class of seven year olds in many areas of the curriculum.

I've used it in writing and drama to help them develop their imaginative skills. We use it in handwriting and spelling where they visualise the letters and words before writing them.

It takes hard work though. It took several weeks of teaching them how to do it and practising it. As with everything they picked up the technique at different speeds.

I believe that in rugby coaching visualisation can be a very valuable and powerful technique which can really help young players focus on their role. In my experience children are also more likely to be less sceptical about the technique and will use it more effectively.

This week we look at using visualisation during games, to improve set piece moves and defence.

Paul D. Tyler

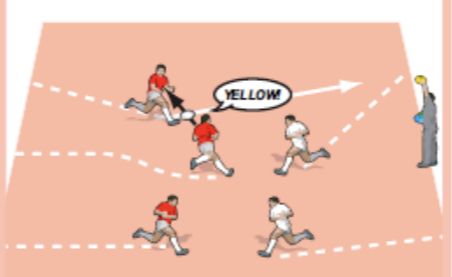
Paul Tyler
Joint Editor

For coaches of players aged 8 to 13 years
Issue 58, 9 July 2008

Heads Up for Decision Making Rugby

Good decision makers keep their heads up and look at the defence before acting, says Paul Tyler. To develop players capable of making quick decisions you need to give them plenty of opportunity to practise this technique under pressure. Here's a simple exercise to set and improve your players' to play heads up rugby.

Looking Ahead Under Pressure



Set up a three versus two exercise in favour of the attack. The ball always starts with the middle player of the attacking three.

Stand behind the defenders. As the attackers start, hold up a coloured cone. The ball carrier has to shout out the colour of the cone as he is analysing the defence and making his decision about how and where to attack.

As your players improve you can change cones during the attack, so all the ball carriers have to constantly scan what is in front of them while attacking.

Some players will find this very difficult at first. If so, let them walk through the exercise to start with before increasing the pace.

editor's letter

A few years ago I watched Brian Carney, the V Rugby League winger, training before a squad session. He practised chasing a chip kick into corner against two defenders. He and his team mates repeated the skill 25 times, discussing successes and failures between each one.

Afterwards I spoke to him about the process he was going through and what had triggered it. He told me that the week before he had missed two try scoring opportunities in exactly that situation. He believed should have scored both and his tactical sense in case had prevented him scoring.

Players can learn techniques and skills in training situations through repetitive exercises where pressure is built up, but they cannot learn tactical awareness the same way. You only learn how to deal with game related situations if you are exposed to them, as Carney was reproducing in his practice. This way you learn what works and what doesn't so leading to tactical awareness and an ability to read the game.

This week I look at overcoming performance error in individual players including overcoming tactical ne...

Paul D. Tyler

Paul Tyler

Coaching específico

Actual

Enseñamos a ver espacios y a pensar
NO A MEMORIZAR JUGADAS PORQUE SI



Coaching para la cancha actual

Why Your Second Phase Play Lets You Down

Colin Ireland says as many players as possible need to be able to play the clearing passer, the first receiver and the penetrator – the key roles to making your game plan work.

Clearing Passer

- He needs to weigh up the options in a particular situation and make the right decision. This can include picking and driving if the pass is not on.
- He should be able to pass the ball effectively and efficiently in one movement from the ground, using long and short passes to wherever the first receiver is.
- He needs to recognise situations where he can run with the ball and make ground over the gain line.

First Receiver

- He needs to get into a position where he is able to threaten the defence and draw defenders to him.
- He must analyse situations quickly to make good decisions.
- He should communicate his decisions effectively with the clearing passer and potential support players around him.
- He must be able to use a variety of passes off both hands.
- He should be able to kick effectively if required.

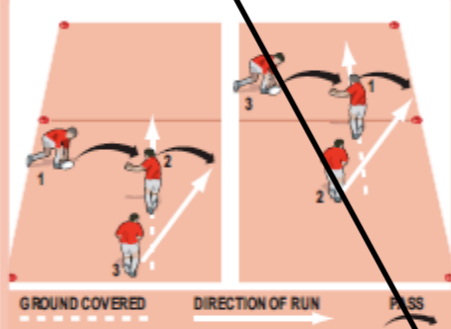
Penetrator

- He must be able to get into deep positions early and communicate his availability to the first receiver.
- He needs to time his run onto the pass and hit the ball running at a variety of angles or change direction quickly after receiving the pass.
- He needs to ask questions of the defence and get over the gain line every time.

Developing the Roles in Practice

Use an exercise where all the players are changing roles and taking on the responsibility for those positions. Practise this type of exercise often so the players become more comfortable and competent.

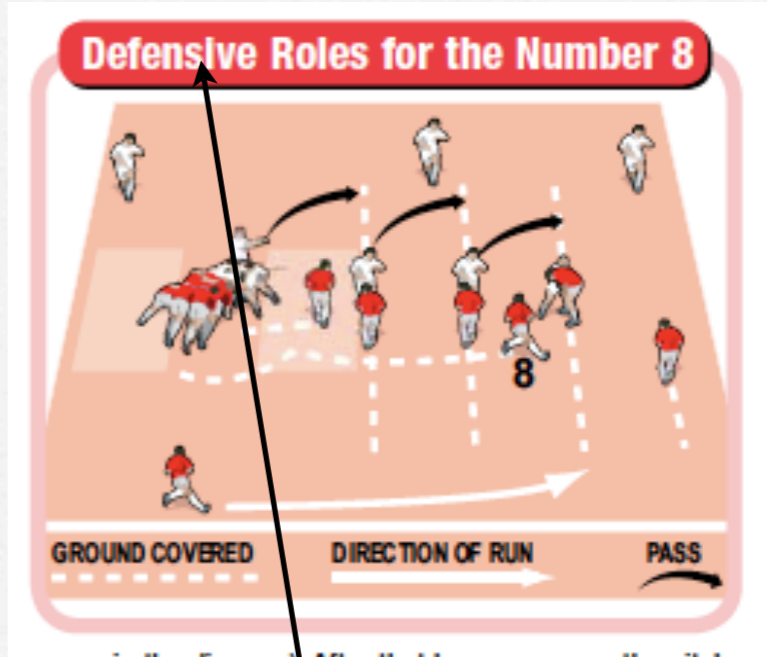
Role Reversal Exercise



Three players take on the roles of clearing passer, first receiver and penetrator. They attack a line and once the penetrator reaches it he places the ball down and takes on the role of clearing passer. The clearing passer becomes the first receiver and the first receiver becomes the penetrator. Continue the play for four attacks.

Then add in a defender so the first receiver and penetrator have to make a decision and execute it. If the defender goes wide then the penetrator has to take a short ball, if the defender is in tight then the penetrator has to run wider.

Play a six against three game where the team of six are always attacking. No player can be clearing passer or first receiver at two consecutive tackles. The attacking side have to commit one player to the breakdown to protect the ball for the clearing passer. The defenders have to make the tackle and realign.



Empezamos a hablar de segunda fase

y de defensas más ordenadas



Coaching para la cancha actual

Mario Barandiaran

Nos propone una práctica para backs que piensan

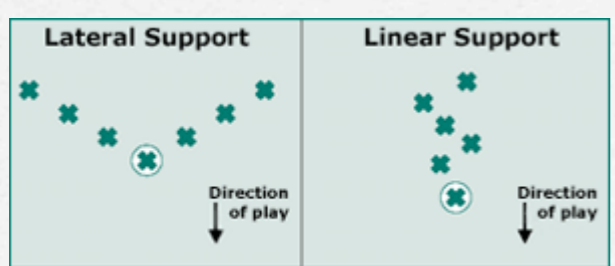
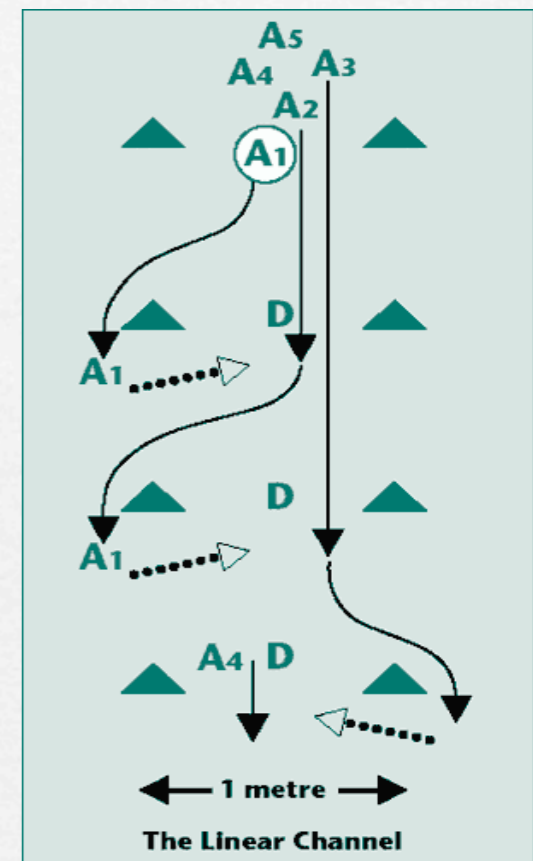
- Certeza de hacer bien las cosas bajo presión
- Reaccionar al posicionamiento del rival
- En la línea ¿tienen igual, mayor o menor cantidad que nosotros?
- ¿Están distribuidos a lo ancho o están desplegados?
- ¿Están planos y cerca nuestro o planos y alejados?
- ¿Están alineados o hay espacios entre ellos?
- ¿Cuáles son las señales que nos permitirán reconocer nuestras oportunidades?
- ¿Qué podemos controlar y usar para superar las cosas sobre las que no tenemos control?

Por ejemplo: los rivales.

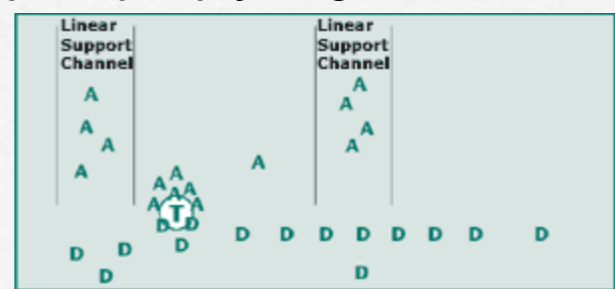
Horacio Gattarello

Nos traduce - Entrenamiento del juego de apoyo la clave del éxito -

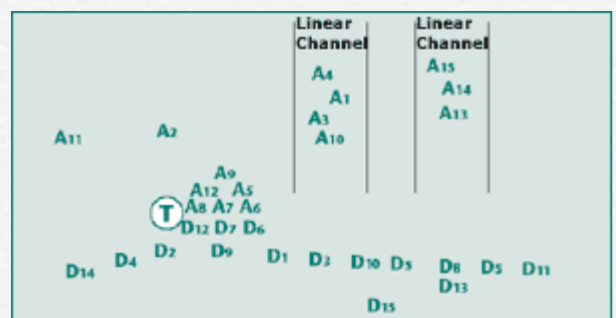
Apoyo longitudinal específico



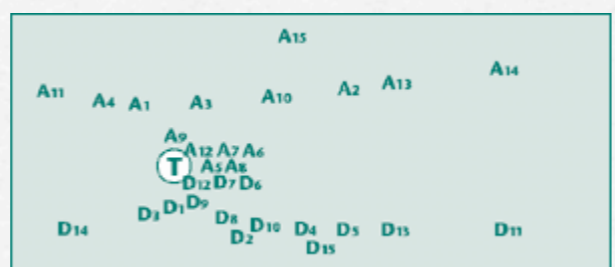
Creando espacios por apoyo longitudinal - la situación general



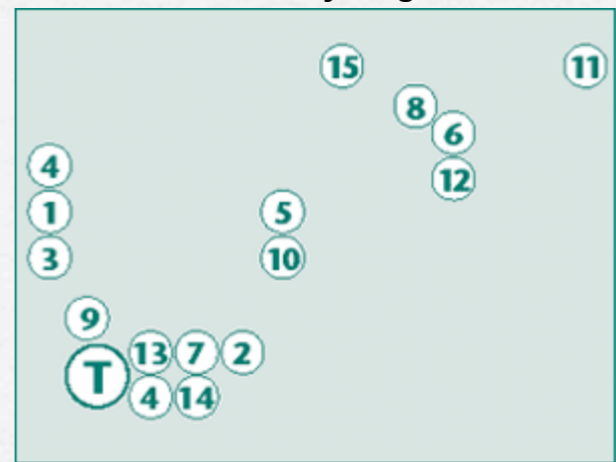
Defensa lateral y ataque longitudinal



Defensa lateral y ataque lateral



Dos olas - backs y luego forwards

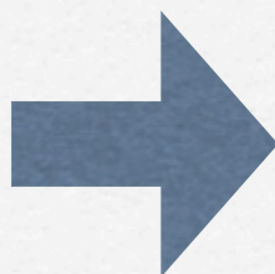




Coaching para la cancha actual

Los puntos negativos de la cancha actual

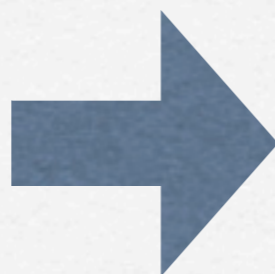
“Los chicos se golpean mucho al haber poco espacio y hay muchos lesionados”



Falso: La división con mayor lesionados fue M-15, donde los espacios son grandes. Y si además trabajamos mucho más sobre los espacios eliminaríamos los choques.

Textual del reglamento de divisiones menores de la UAR

“NO HAY TACKLE: Los chicos se toman y no necesitan tacklear al haber poco espacio”



Se permite el uso del Tackle en todas las categorías del Rugby Infantil. El mismo debe realizarse con el tiempo necesario. Esta acción debe mantener sus brazos libres para p...

Hay que ser más estrictos en esto

Textual de los reglamentos de divisiones menores de la URC de 2008

1. Tackle: de la cintura para abajo, no empujar ni camisetaar. Prohibido el tackle francés y trabar los brazos. Tener una mejor aplicación de la ley de tackle y post-tackle.



Coaching para la cancha actual

Tomemos nota

- Enseñemos a pensar
- Tratemos de rotar roles para que la mayoría de jugadores tomen decisiones
- Inculquemos los principios fundamentales del rugby
- En esta etapa ayudamos a formar jugadores y no equipos
- Entrenemos en todas las sesiones **LAS DESTREZAS BÁSICAS**
- Siempre acordémonos de que en M-13 no se sale campeón de nada

**Esta es una
actividad LÚDICA**



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